OTL: Learning Targets, part 2

Today's Targets

- **I can explain why learning targets are essential to effective teaching and learning.**

- **I can classify learning targets by type: knowledge, reasoning, skill, product (performance).**

Let's review what we learned in part I

- I can articulate the difference between a 'standard' and a 'target.'
- I can identify learning targets that are necessary to achieve a standard.

Take one minute to reflect on these with an 'elbow partner'

QUIZ TIME!

- Decide if the following statements are:

Standards

Targets

Activities

Standard, Target or Activity

- Distinguish between capitalistic and non-capitalistic economic systems.

- Describe the change in position over time (motion) of an object.

- Model radioactive decay by counting pennies that land face-up to represent nuclear fission.

Standard, Target or Activity

- Exemplify effective language choices by applying correct grammar and usage.

- Circle the words that should be capitalized in the following paragraph.

- Summarize the rights granted in each of the first 10 amendments to the US Constitution.

Where is this in the 'Big Picture'?

Where am I going?

1. **Provide a clear statement of the learning target**

2. Use examples and models

Where am I now?

3. Offer regular descriptive feedback
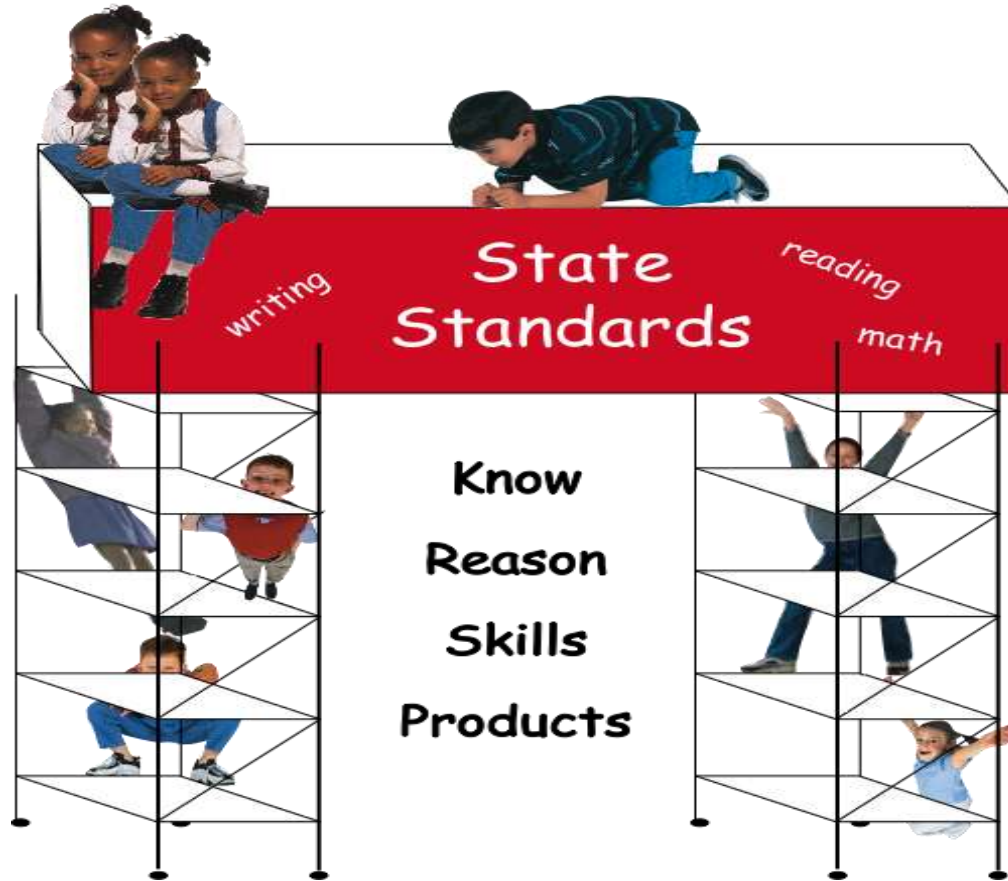
4. Teach students to self-assess and set goals

How can I close the gap?

5. Design focused lessons

6. Teach students focused revision

7. Engage students in self-reflection; let them keep track of and share their learning

Clear Targets

CHETL- Instructional Rigor and Student Engagement: Teacher clarifies and shares with students learning intentions/targets and criteria for success./ Student articulates and understands learning intentions/targets and criteria for success.

Attributes of Clear Targets

Learning targets (are):

- **Accomplished in a few days at most**

- **Specific to what and how**

- **Usually consist of concept (noun), skill (verb), and often a specified context**

...as opposed to

- **Long term**

- **Global and somewhat ambiguous**

- **Lacking one or more of the components**

Learning targets (are):   **…as opposed to:**

- **Teachable/learnable using a variety of instructional activities/strategies/ contexts/tools.**

- **A single approach or activity is the only approach possible with the given target; not transferrable to another context**

- **One component in a sequence of scaffolded accomplishments --focused on what is to be LEARNED**

- **Only focused on what is to be DONE (activity)**

You Be the Judge-Learning Target or Not?

1. I can identify the protagonist, theme, and voice of a piece of literature.

2. I can describe how materials change when they are heated or cooled.

3. I can flip a coin one hundred times to determine the probability of heads.

4. I can compare factors contributing to the French Revolution and the American Revolution

5. I can summarize what I have read or learned. This means I can write a short statement of the main points or the big ideas of what I read or learned.

6. I can use authentic ancient Egyptian techniques to mummify a chicken.
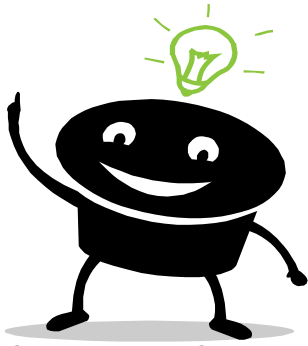
From Standard to Targets:
A 'Think Aloud'

Big Idea: Developing an Initial Understanding (Reading)

- Developing an initial understanding of text requires readers to consider the text as a whole or in a broader perspective. Texts (including multicultural texts) encompass literary and informational texts (expository, persuasive, procedural texts and documents). Strategies for gaining a broad or literal understanding of print texts can also be applied to non-print texts (e.g., digital, environmental).

RD-EP-2.0.7   Students will make inferences or draw conclusions based on what is read. DOK 3

Targets: Applied context for a particular lesson: Harry, The Dirty Dog

- **I can explain what an inference is.**

- **I can identify important details in a story that I read. This means I can tell which information is most important to understanding the story.**

- **I can connect details about the main character to what I already know.**

- **I can make an inference about why something happened in a story.**

Using a Protocol to Improve Practice

A tuning protocol is a "way a teacher presents actual work before a group of thoughtful 'critical friends' in a structured reflective discourse aimed at 'tuning' the work to higher standards."

   – Joe McDonald in "Three Pictures of an Exhibition" (1995)

What a tuning protocol is NOT!

- Opportunity for "one-upmanship"

- Showcase for validation

- Haven for venting about students, parents, administrators, instruction in earlier grades

Tuning Protocol

Tuning Protocol Sequence

- **Introduction**
- **Teacher Presentation**
- **Clarifying Questions**
- **Feedback**
- **Reflection**

Types of Learning Targets

- **Knowledge**

- **Reasoning**

- **Skill**

- **Product**

- Dispositions*

Knowledge Targets

Master factual and procedural knowledge, to be learned outright or retrieved

- Recognizes and describes patterns
- Understands long-term physiological benefits of regular participation in physical activity
- Explains the important characteristics of U.S. citizenship
- Knows that energy can be transformed between various forms

Reasoning Targets

Use knowledge to reason and solve problems

- Uses statistical methods to describe, analyze, evaluate, and make decisions
- Analyzes fitness assessments to set personal fitness goals, strategizes ways to reach goals, evaluates activities
- Examines data/results and proposes meaningful interpretation

Skill Targets

Demonstrate mastery of specific <u>performance skills</u>

- <u>Measures</u> length in metric and US units
- <u>Reads aloud</u> with fluency and expression
- <u>Dribbles</u> to keep the ball away from an opponent
- <u>Participates in</u> civic <u>discussion</u> with the aim of solving current problems
- <u>Uses</u> simple <u>equipment and tools</u> to gather data

Product (Performance) Targets

Create quality <u>products</u>

- <u>Constructs</u> bar graphs
- <u>Develops </u>a personal health-related fitness plan
- <u>Constructs </u>physical models of familiar objects
- <u>Creates</u> a scripted scene based on improvised work

Target types tend to be cumulative or hierarchical

- **Knowledge** = **knowledge**

- **Reasoning** = **knowledge** + **reasoning**

- **Skill**= **knowledge** + **reasoning** + **skill**

- **Product/Performance**=
    knowledge+**reasoning**+**skill**+**product/performance**

Review of Today's Targets

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ACCURACY

EFFECTIVE USE

PURPOSE

DESIGN

TARGET

Next Month: Key 4

EFFECTIVE COMMUNICATION

STUDENT INVOLVEMENT